



McBee High

264 E. Pine Avenue
McBee, South Carolina

| | | |
|-----------------------|----------------------|--------------|
| Grades | 7-12 Middle School | |
| Enrollment | 465 Students | |
| Principal | Paul Anderson | 843-335-8251 |
| Superintendent | Dr. John E. Williams | 843-623-2175 |
| Board Chair | Chad Vick | 843-623-6768 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|----------------|
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | At-Risk |
| 2006 | Below Average | At-Risk |
| 2005 | Average | At-Risk |
| 2004 | Average | Below Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

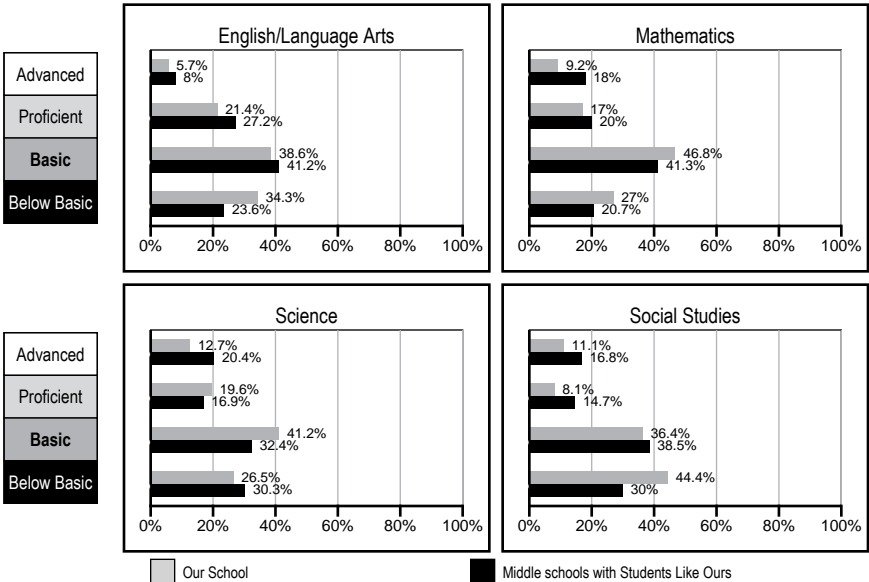
98.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 2 | 27 | 14 | 1 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 100.0 | 98.4 |
| English 1 | 0 | 97.3 |
| Physical Science | 0 | 65.5 |
| All Subjects | 100.0 | 97.7 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=465) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 0.0% | No Change | 27.0% | 19.4% |
| Retention rate | 6.0% | Down from 12.0% | 1.6% | 1.8% |
| Attendance rate | 93.0% | Down from 93.8% | 95.7% | 95.8% |
| Eligible for gifted and talented | 9.9% | Down from 10.7% | 18.7% | 15.3% |
| With disabilities other than speech | 10.2% | Up from 9.9% | 13.1% | 12.9% |
| Older than usual for grade | 7.7% | Up from 2.8% | 2.6% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.5% | Up from 0.2% | 0.7% | 0.7% |
| Annual dropout rate | 0.5% | No Change | 0.0% | 0.0% |
| Teachers (n=33) | | | | |
| Teachers with advanced degrees | 57.6% | Up from 51.5% | 57.6% | 55.0% |
| Continuing contract teachers | 87.9% | Up from 84.8% | 74.3% | 70.6% |
| Teachers with emergency or provisional certificates | 3.1% | Down from 3.2% | 4.7% | 5.4% |
| Teachers returning from previous year | 94.0% | Up from 93.1% | 86.8% | 83.4% |
| Teacher attendance rate | 95.5% | Down from 96.7% | 95.1% | 94.9% |
| Average teacher salary | \$47,045 | Up 6.1% | \$45,174 | \$44,706 |
| Professional development days/teacher | 10.6 days | Up from 10.2 days | 12.6 days | 11.8 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 10.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 23.6 to 1 | Down from 24.3 to 1 | 21.7 to 1 | 20.1 to 1 |
| Prime instructional time | 86.6% | Down from 89.1% | 88.9% | 89.3% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 91.4% | Down from 96.3% | 98.8% | 98.0% |
| Character development program | Excellent | Up from Below Average | Good | Good |
| Dollars spent per pupil* | \$6,806 | Down 3.5% | \$6,609 | \$7,097 |
| Percent of expenditures for instruction* | 63.6% | Up from 63.4% | 63.7% | 64.4% |
| Percent of expenditures for teacher salaries* | 59.3% | Up from 56.5% | 59.8% | 59.4% |

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We continued to have many successes at McBee High School. Overall, the Class of 2008 received \$570,900 in scholarships. Our students made progress through our reading initiatives. The Summer Reading Program is in its 6th year, and again we amassed over 20,000 points in our Accelerated Reader Program.

We participated in a Technology Initiative that provided each 7th grade student at McBee High with a laptop. The 7th grade was also involved in a cooperative learning exercise called Project-Based Learning.

We continued to explore the realm of technology by adding thirteen Promethean Boards in various subject-area classrooms and hope to expand this effort to even more classrooms in the coming year.

Our football team made it to the playoffs this year and captured the first ever playoff victory in the history of McBee High School. The baseball and softball teams were involved in playoff races that came down to the wire.

The big news in testing is that the End of Course (EOC) test now replaces the SAT average on the high school report card. So not only does the EOC test count 20% of a student's final grade, it will have a significant impact on our high school report card.

Paul Anderson, Principal
James M. Sisson, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 32 | 82 | 61 |
| Percent satisfied with learning environment | 90.6% | 80.2% | 85.2% |
| Percent satisfied with social and physical environment | 96.9% | 81.7% | 79.7% |
| Percent satisfied with school-home relations | 81.3% | 82.9% | 68.4% |

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 14.1% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 93.0% | 94.0% | No |

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 148 | 100 | 34.3 | 38.6 | 21.4 | 5.7 | 40 | 42.6 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 73 | 100 | 46.3 | 32.8 | 17.9 | 3 | 29.9 | 35.9 | 41.7 | N/A | N/A |
| Female | 75 | 100 | 23.3 | 43.8 | 24.7 | 8.2 | 49.3 | 49.6 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 114 | 100 | 33.3 | 36.1 | 23.1 | 7.4 | 43.5 | 53.3 | 60 | Yes | Yes |
| African American | 27 | 100 | 36 | 48 | 16 | 0 | 32 | 28.2 | 31.7 | I/S | I/S |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 86.7 | 70.4 | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 27.8 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 18 | 100 | 87.5 | 12.5 | 0 | 0 | 0 | 12.8 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 30.1 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 71 | 100 | 47 | 42.4 | 7.6 | 3 | 19.7 | 31.9 | 34 | I/S | I/S |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 148 | 100 | 27.1 | 47.1 | 17.1 | 8.6 | 37.9 | 41.8 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 73 | 100 | 32.8 | 43.3 | 13.4 | 10.4 | 35.8 | 39.9 | 45.6 | N/A | N/A |
| Female | 75 | 100 | 21.9 | 50.7 | 20.5 | 6.8 | 39.7 | 43.8 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 114 | 100 | 26.9 | 42.6 | 20.4 | 10.2 | 41.7 | 54 | 59 | Yes | Yes |
| African American | 27 | 100 | 28 | 64 | 4 | 4 | 24 | 25.4 | 26.9 | I/S | I/S |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 86.7 | 71.3 | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 23.7 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 18 | 100 | 68.8 | 25 | 6.3 | 0 | 12.5 | 15.3 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 30.1 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 71 | 100 | 39.4 | 48.5 | 10.6 | 1.5 | 24.2 | 31.4 | 31.4 | I/S | I/S |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|
| Science | | | | | | | | | | | |
| All Students | 105 | 100 | 26.5 | 41.2 | 19.6 | 12.7 | 32.4 | 31.1 | 35.7 | 94.3 | 95.7 |
| Gender | | | | | | | | | | | |
| Male | 57 | 100 | 35.2 | 35.2 | 13 | 16.7 | 29.6 | 31.7 | 37.4 | 93.5 | 95.5 |
| Female | 48 | 100 | 16.7 | 47.9 | 27.1 | 8.3 | 35.4 | 30.6 | 33.8 | 95.1 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 79 | 100 | 27.6 | 32.9 | 23.7 | 15.8 | 39.5 | 42 | 49.2 | 93.9 | 95.4 |
| African American | 21 | 100 | 23.8 | 66.7 | 9.5 | 0 | 9.5 | 16.7 | 17 | 96 | 96.1 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 90.9 | 58 | N/A | 96.9 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 11.1 | 24.9 | 95.4 | 96 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | N/A | 95.4 |
| Disability Status | | | | | | | | | | | |
| Disabled | 15 | 100 | 57.1 | 35.7 | 7.1 | 0 | 7.1 | 11.3 | 14 | 91.7 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 18.2 | 24.4 | 96.1 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 47 | 100 | 41.3 | 45.7 | 10.9 | 2.2 | 13 | 22.3 | 21.1 | 93.4 | 95.3 |

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|-----|------|------|------|------|------|------|
| Social Studies | | | | | | | | | | | |
| All Students | 105 | 100 | 44.4 | 36.4 | 8.1 | 11.1 | 19.2 | 30.3 | 34 | 94.3 | 95.7 |
| Gender | | | | | | | | | | | |
| Male | 51 | 100 | 40.4 | 34 | 8.5 | 17 | 25.5 | 31.7 | 36.6 | 93.5 | 95.5 |
| Female | 54 | 100 | 48.1 | 38.5 | 7.7 | 5.8 | 13.5 | 28.8 | 31.3 | 95.1 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 81 | 100 | 37.7 | 40.3 | 9.1 | 13 | 22.1 | 39.9 | 44.5 | 93.9 | 95.4 |
| African American | 17 | 100 | 66.7 | 26.7 | 0 | 6.7 | 6.7 | 17.5 | 19.1 | 96 | 96.1 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | N/A | 96.9 |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 17.1 | 27.5 | 95.4 | 96 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | N/A | 95.4 |
| Disability Status | | | | | | | | | | | |
| Disabled | 13 | 100 | 72.7 | 27.3 | 0 | 0 | 0 | 13.8 | 14.4 | 91.7 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 21.1 | 27.3 | 96.1 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 50 | 100 | 60.9 | 34.8 | 4.3 | 0 | 4.3 | 21.3 | 21 | 93.4 | 95.3 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 100 | 100 | 35.4 | 40.6 | 19.8 | 4.2 | 24 |
| | 8 | 81 | 100 | 36.7 | 43 | 17.7 | 2.5 | 20.3 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 62 | 100 | 37.7 | 32.8 | 26.2 | 3.3 | 29.5 |
| | 8 | 86 | 100 | 31.6 | 43 | 17.7 | 7.6 | 25.3 |
| Mathematics | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 100 | 100 | 19.8 | 51 | 16.7 | 12.5 | 29.2 |
| | 8 | 81 | 100 | 40.5 | 41.8 | 7.6 | 10.1 | 17.7 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 62 | 100 | 27.9 | 36.1 | 23 | 13.1 | 36.1 |
| | 8 | 86 | 100 | 26.6 | 55.7 | 12.7 | 5.1 | 17.7 |
| Science | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 100 | 100 | 30.5 | 36.8 | 18.9 | 13.7 | 32.6 |
| | 8 | 39 | 100 | 43.2 | 32.4 | 10.8 | 13.5 | 24.3 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 62 | 100 | 27.9 | 36.1 | 21.3 | 14.8 | 36.1 |
| | 8 | 43 | 100 | 24.4 | 48.8 | 17.1 | 9.8 | 26.8 |
| Social Studies | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 100 | 100 | 45.3 | 37.9 | 9.5 | 7.4 | 16.8 |
| | 8 | 42 | 100 | 28.6 | 54.8 | 14.3 | 2.4 | 16.7 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 62 | 100 | 55.7 | 26.2 | 8.2 | 9.8 | 18 |
| | 8 | 43 | 100 | 26.3 | 52.6 | 7.9 | 13.2 | 21.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample